

THE SCHOOL FRIEND,

AND OHIO SCHOOL JOURNAL.

VOL. IV.

CINCINNATI, SEPTEMBER 1, 1850.

NO. 12.

THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL,

PUBLISHED MONTHLY,
BY W. B. SMITH & CO.
No. 52 Main street, Cincinnati, Ohio.

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Five copies, to one postoffice, one year, - 2.00
Ten copies, Do. Do. - 3.00
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CONTENTS.

MISCELLANEOUS ARTICLES—	PAGE
Scenes from the Notes of a celebrated Physician, continued,	177
Ingenuity of a Spider,	179
Education and Crime,	180
John Charles Fremont,	180
An Army of Monkeys,	181
The School Master,	181
The great Salt Lake,	182
The Sense of the Beautiful,	182
Boston Ladies,	183
The Intertropical Sea,	183
Anecdotes,	183
Monsieur and his English Master,	187
Examination of the Xenia Union School,	188
An Imposing Scene,	188
Interesting Bridal Race,	188
EDITORIAL NOTICES—	
To our Patrons,	184
To all Clergymen in the State of Ohio,	184
Exercise in teaching Latin,	184
Memorizing Lessons,	184
Cincinnati House of Refuge,	184
Syracuse Convention,	185
Phonography,	185
Willoughby Female Seminary,	186
Obituary,	186
Items,	186
POETRY—	
I am Dying,	177
The Architects,	180
The World too much with us,	181
Would I were only a Spirit of Song,	183
Objects of Government,	189
PUBLISHERS' NOTICE.	
A New Volume,	189

I am Dying.

Supposed to be addressed by Emily Russell to her mother:

I am dying—dying, mother!
Do not weep for me;
In the grave low lying, mother,
Soon I shall be free.
I am young, but grief has shaded
Life's sweet opening years;
I am young, but hope has faded,—
Smiles are turned to tears.

Torn from thy fond spirit, mother,
What is life to me?
What do I inherit mother?
Chains and Slavery.
Far from thee I sigh and languish,
Soon will life be o'er;—
Soon will cease this heart's wild anguish—
I shall weep no more.

Death to me is welcome, mother,
And the grave—how sweet!
Soon to me you'll come too, mother,
We again shall meet.
When no cruel hand shall sever
Fond affection's ties.
When the weary rest forever,
Far beyond the skies.

ELIZABETH.

INTERESTING SCENES

From the Notes of a Celebrated Physician.

CONTINUED.

Having been summoned to visit a patient somewhere in the neighborhood of — street that evening, and being on foot, it struck me, as it was beginning again to rain heavily, that if I were to step into some one of the little shops close by, I might be sheltered awhile from the rain, and also possibly gain some information as to the character and circumstances of my morning visitor. I pitched upon a small shop that was "licensed" to sell everything, but especially groceries. The proprietor was a little lame old man, who was busy, as I entered, making up small packets of snuff and tobacco. He allowed the plea of the rain, and permitted me to sit down on the bench near the window. A couple of candles shed their dull light over the miscellaneous articles of merchandise with which the shop was stuffed. He looked like an old rat in his hoard! He was civil and communicative, and I was not long in gaining the information I desired. He knew the Elliots; they lived at number five, up two pairs of stairs; but had not been there above three or four months. He thought Mr. Elliott was "ailing;" and, for the matter of that, his wife didn't look the strongest woman in the world. "And, pray, what business or calling is he?" The old man put his spectacles back upon his head, and,

after musing a moment, replied, "Why, now, I can't take upon me to say precisely like, but I think he's something in the city, in the mercantile way; at least I've got it into my head that he has been such; but he also teaches music, and I know she sometimes takes in needlework."

"Needlework! does she, indeed?" I echoed, taking her letter from my pocket-book, and looking at the beautiful, the fashionable hand in which the direction was written, and which, I felt confident, was her own. "Ah! then I suppose they're not over well to do in the world?"

"Why, you an't a going to do anything to them, sir, are you? May I ask if you're a lawyer, sir?"

"No, indeed, I am not," said I, with a smile, "nor is this a writ! It's only the direction of a letter, I assure you; I feel a little interested about these people; at the same time, I don't know much about them, as you may perceive. Were not you saying that you thought them in difficulties?"

"Why," he replied, somewhat reassured, "maybe you're not far from the mark in that either. They deal here, and they pay me for what they have; but their custom an't very heavy! 'Deed, they have uncommon little in the grocery way, but pays reg'lar; and that's better than them that has a good deal, and yet doesn't pay at all; an't it, sir?" I assented. "They used, when they first came here, to have six-and-sixpenny tea and lump sugar, but this week or two back they've had only five-and-sixpenny tea and worst sugar; but my five-and-sixpenny tea is an uncommon good article, and as good as many people's six-shilling tea! only smell it, sir!" And, whisking himself round, he briskly dislodged a japanned cannister, and whipping off the lid, put a handful of the contents into it. The conclusion I arrived at was not a very favorable one; the stuff he handed me seemed an abominable compound of raisin stalks and sloe leaves. "They're uncommon economical, sir," he continued, putting back again his precious commodity, "for they makes two or three ounces of this do for a week, unless they goes elsewhere, which I don't think they do, by-the-way: and I'm sure they oughtn't; for, though I say it as shouldn't, they might go further and fare worse, and without going a mile from here either—hem! By-the-way, Mrs. Elliott was in here not an hour ago, for a moment, asking for some sago, because she said Mr. Elliott had taken a fancy to have some sago milk for his supper to-night. It was very unlucky; I hadn't half a handful left! So she was obliged to go to the druggist at the other end of the street;

Poor thing, she looked so vexed; for she has quite a confidence, like, in what she gets here!"

"True, very likely! You said, by-the-way, you thought he taught music; what kind of music?"

"Why, sir, he's rather a good hand at the flute, his landlady says. So he comes in to me about a month since, and he says to me, 'Bennet,' says he, 'may I direct letters for me to be left at your shop? I'm going to put an advertisement in the newspaper.' 'That,' says I, 'depends on what it's about; what are you advertising for?' (not meaning to be impudent;) and he says, says he, 'Why, I've taken it into my head, Bennet, to teach the flute, and I'm a going to try to get some one to learn it to.' So he put the advertisement in; but he didn't get more than one letter, and that brought him a young lad; but he didn't stay long. 'Twas a beautiful black flute, sir, with silver on it; for Mrs. Hooper, his landlady—she's an old friend of my mistress, sir—showed it to us one Sunday, when we took a cup of tea with her, and the Elliots was gone out for a walk. I don't think he can teach it *now*, sir," he continued, dropping his voice; "for, between you and I, old Browning the pawnbroker, a little way up on the left hand side, has a flute in his window that's the very image of what Mrs. Hooper showed us that night I was speaking of. You understand me, sir? Pawned or sold, I'll answer for it—ahem!"

"Ah, very probable; yes, very likely!" I replied, sighing, hoping my gossiping host would go on.

"And between you and I, sir," he resumed, "it wasn't a bad thing for him to get rid of it, either; for Mrs. Hooper told us that Mr. Elliott wasn't strong like to play on it; and she used to hear Mrs. Elliott—(she is an uncommon agreeable young woman, sir, to look at, and looks like one that has been better off;) I was a saying, however, that Mrs. Hooper used now and then to hear Mrs. Elliott cry a good deal about his playing on the flute, and 'spostulate to him on the account of it, and say, 'You know it isn't a good thing for you, dear.' Nor was it, sir, the doctors would say!"

"Poor fellow!" I exclaimed, with a sigh, not meaning to interrupt my companion; "of all things on earth—the *flute*!"

"Ah!" replied the worthy grocer, "things are in a bad way when they come to that pass, arn't they! But Lord, sir!" dropping his voice, and giving a hurried glance towards a door, opening, I suppose, into his sitting-room, "there's nothing particular in *that*, after all. My mistress and I, even, have done such things before now, at a push, when we've been hard driven! You know, sir, poverty's no sin—is it?"

"God forbid, indeed, my worthy friend!" I replied, as a purchaser entered to purchase a medium of cheese or bacon; and thanking Mr. Bennet for his civility in affording me a shelter

so long, I quitted his shop. The rain continued, and, as is usually the case, no hackney coach made its appearance till I was nearly wet through. My interest in poor Mrs. Elliott and her husband was greatly increased by what I had heard from the gossiping grocer. How distinctly, though perhaps unconsciously, had he sketched the downward progress of respectable poverty! I should await the next visit of Mrs. Elliott with some eagerness and anxiety. Nearly a week, however, elapsed before I again heard of Mrs. Elliott, who called at my house one morning when I had been summoned to pay an early visit to a patient in the country. After having waited nearly an hour for me, she was obliged to leave, after writing the following lines on the back of an old letter:

"Mrs. Elliott begs to present her respects to Doctor —, and to inform him that, if quite convenient to him, she would feel favored by his calling on Mr. Elliott any time to-day or to-morrow. She begs to remind him of his promise not to let Mr. Elliott suppose that Mrs. Elliott has told him anything about Mr. Elliott, except *generally* that he is poorly. The address is No. 5 — street, near — Square."

At three o'clock that afternoon I was at their lodging in — street. No. 5 was a small, decent draper's shop; and a young woman sitting at work behind the counter referred me, on inquiring for Mr. Elliott, to the private door, which she said I could easily push open; that the Elliots lived on the second floor, but she thought that Mrs. Elliott had just gone out. Following her directions, I soon found myself ascending the narrow staircase. On approaching the second floor, the door of the apartment I took to be Mr. Elliott's was standing nearly wide open; and the scene which presented itself I paused for a few moments to contemplate. Almost fronting the door, at a table on which were several huge ledgers and account books, sat a young man apparently about thirty, who seemed to have just dropped asleep over a wearisome task. His left hand supported his head, and in his right was a pen, which he seemed to have fallen asleep almost in the act of using. Propped up on the table between two huge books, a little towards his left hand side sat a child, seemingly a little boy, and a very pretty one, so engrossed with some plaything or another as not to perceive my approach. I felt that this was Mr. Elliott, and stopped for a few seconds to observe him. His countenance was manly, and had plainly been once very handsome. It was now considerably emaciated, overspread with a sallow hue, and wore an expression of mingled pain and exhaustion. The thin white hand holding the pen also bespoke the invalid. His hair was rather darker than his wife's, and, being combed aside, left exposed to view an ample, well-formed forehead. In short, he seemed a very interesting person. He was dressed in black, his coat being buttoned evidently for warmth's sake; for, though it was March, and the weather very bleak and bitter, there was

scarce any appearance of fire in about the smallest grate I ever saw. The room was very small, but very clean and comfortable, though not overstocked with furniture—what there was being of the most ordinary kind. A little noise I made attracted, at length, the child's attention. It turned round, started on seeing a stranger, and disturbed its father, whose eyes looked suddenly but heavily at his child, and then at my approaching figure.

"Pray walk in," said he, with a kind of mechanical civility, but evidently not completely roused from sleep. "I—I—am very sorry—the accounts are not yet balanced—very sorry—been at them almost the whole day." He suddenly paused and recollected himself. He had, it occurred, mistaken me, at the moment, for some one whom he had expected.

"Dr. —," said I, bowing and advancing.

"Oh! I beg your pardon, sir; pray walk in and take a seat." I did so. "I believe Mrs. Elliott called upon you this morning, sir? I am sorry she has just stepped out; but she will return soon. She will be very sorry she was not at home when you called."

"I should have been happy to see Mrs. Elliott; but I understood, from a few lines she left at my house, that this visit was to be paid to yourself—is it not so? Can I be of any assistance?"

"Certainly! I feel far from well, sir. I have been in but middling health for some time; but my wife thinks me, I am sure, much worse than I really am, and frets herself a good deal about me."

I proceeded to inquire fully into his case; and he showed very great intelligence and readiness in answering all my questions. He had detected in himself, some years ago, symptoms of a liver complaint, which a life of much confinement and anxiety had since contributed to aggravate. He mentioned the accident alluded to by Mrs. Elliott; and when he had concluded a singularly terse and distinct statement of his case, I had formed a pretty decisive opinion upon it. I thought there was a strong tendency to hepatic phthisis, but that it might, with proper care, be arrested, if not even overcome. I expressed myself in very cautious terms.

"Do you really, candidly think, sir, that I have a reasonable chance of recovering my health?" he inquired, with a sigh, at the same time folding in his arms the little boy, whose concerned features, fixed in silence now upon his father, and then upon me, as each of us spoke, almost led me to think that he appreciated the grave import of our conversation.

"Yes, I certainly think it probable—very probable—that you would recover, provided, as I said before, you use the means I pointed out."

"And the chief of those means are—relaxation and country air?"

"Certainly."

"You consider them essential?" he inquired, despondingly.

"Undoubtedly. Repose, both bodily and mental, change of scene, fresh air, and some medical treatment."

He listened in silence, his eyes fixed on the floor, while an expression of profound melancholy overspread his countenance. He seemed absorbed in a painful revery. I fancied that I could not mistake the subject of his thoughts, and ventured to interrupt them by saying, in a low tone, "it would not be *very* expensive, Mr. Elliott, after all."

"Ah, sir—that is what I am thinking about," he replied, with a deep sigh; and he relapsed into his former troubled silence.

"Suppose—suppose, sir, I were able to go into the country and rest a little, *a twelvemonth hence*, and in the meantime attend as much as possible to my health, is it probable that it would not *then* be too late?"

"Oh, come, Mr. Elliott, let us prefer the sunshine to the cloud," said I, with a cheerful air, hearing a quick step advancing to the door, which was opened, as I expected, by Mrs. Elliott, who entered breathless with haste.

"How do you do, ma'am—Mrs. Elliott, I presume?" said I, wishing to put her on her guard, and prevent her appearing to have seen me before.

"Yes, sir—Mrs. Elliott," said she, catching the hint, and then turning quickly to her husband, "How are you, love? I hope Henry has been good with you!"

"Very—he's been a very good little boy," replied Elliott, surrendering himself to Mrs. Elliott, whom he was struggling to reach.

"But how are you, dear?" repeated his wife, anxiously.

"Pretty well," he replied; adding, with a faint smile, at the same time pushing his foot against mine under the table, "As you would have Dr. —, he is here; but we can't make out why you thought fit to summon him in such haste."

"A very little suffices to alarm a lady," said I, with a smile. "I was sorry, Mrs. Elliott, that you had to wait so long for me this morning; I hope it did not inconvenience you." I began to think how I should manage to decline the fee I perceived they were preparing to give me, for I was obliged to leave, and drew on my gloves. "We've had a long *tete-a-tete*, Mrs. Elliott, in your absence. I must commit him to your gentle care; you will prove the better physician. He must submit to you in everything; you must not allow him to exert himself too much over matters like these," pointing to the huge folios lying upon the table; "he must keep regular hours; and if all of you could go to a lodging on the outskirts of the town, the fresh air would do you a world of good. You must understand the case, ma'am; you must really pledge yourself to this." The poor couple exchanged hurried glances in silence. He attempted a smile.

"What a sweet little fellow is this," said I, taking their little child into my arms—a miracle of neatness and cleanliness—and affecting to be eagerly engaged with him. He came to me readily, and forthwith began an incomprehensible address to me about "da-da"—"pa-pa"—"ma-ma," and other similarly mysterious terms, which I was obliged to cut short by promising to come and talk again with him in a day or two. "Good day, Master Elliott!" said I, giving him back to his father, who at the same time slipped a guinea in my hand. I took it easily. "Come, sirrah," said I, addressing the child, "will you be my banker?" shutting his little fingers on the guinea.

"Pardon me—excuse me, doctor," interrupted Mr. Elliott, blushing scarlet, "this must not be. I really cannot—"

"Ah! may I not employ what banker I like? Well, I'll hear what you have to say about it when we meet again. Farewell for a day or two." And with these words, bowing hastily to Mrs. Elliott, who looked at me through her tearful eyes unutterable things, I hurried down stairs. It may seem sufficiently absurd to dwell so long upon the insignificant circumstances of declining a fee; a thing done by my brethren daily—often as a matter of course; but it is a matter that has often occasioned me no inconsiderable embarrassment. 'Tis really often a difficult thing to refuse a fee proffered by those one knows to be unable to afford it, so as not to make them uneasy under the sense of an obligation—to wound delicacy or offend an honorable pride. I had, only a few days before, by-the-way, almost asked for my guinea from a gentleman who is worth many thousands a year, and who dropped the fee in my hand as though it were a drop of his heart's blood.

I had felt much gratified with the appearance and manners of Mr. and Mrs. Elliott, and disposed to cultivate their acquaintance. Both were too evidently oppressed with melancholy, which was not, however, sufficient to prevent my observing the simplicity and manliness of the husband, the fascinating frankness of the wife. How her eyes devoured him with fond anxiety! Often, while conversing with them, a recollection of some of the touching little details communicated by their garrulous grocer brought the tears for an instant to my eyes. Possibly poor Mrs. Elliott had been absent seeking employment for her needle, or taking home what she had been engaged upon; both of them thus laboring to support themselves by means to which *she*, at least, seemed utterly unaccustomed, as far as one could judge from her demeanor and conversation. Had they pressed me much longer about accepting my fee, I am sure I should have acted foolishly; for when I held their guinea in my hand, the thought of their small weekly allowance of an ounce or two of tea, their brown sugar, his pawned flute, almost determined me to defy all delicacy, and re-

turn them their guinea doubled. I could enter into every feeling, I thought, which agitated their hearts, and appreciate the despondency, the hopelessness with which they listened to my mention of the indispensable necessity of change of scene and repose. Probably, while I was returning home, they were mingling their tears as they owned to one another the impossibility of adopting my suggestions; he feeling, and she fearing, neither, however, daring to express it, that his days were numbered; that he must toil to the last for a scanty livelihood, and, even then, leave his wife and child, it seemed but too probable, destitute; that, in the sorrowful language of Burns,

"Still caring, despairing,
Must be his bitter doom;
His woes here shall close ne'er
But with the closing tomb."*

I felt sure that there was some secret and grievous source of misery in the background, and often thought of the expression she had frantically uttered when at my house. Had either of them married against the wishes of a proud and unrelenting family? Little did I think that I had, on that very day which first brought me acquainted with Mrs. Elliott, paid a professional visit to one fearfully implicated in the infliction of their present sufferings! But I anticipate.

* *Despondency*, an Ode.

(TO BE CONTINUED.)

Ingenuity of a Spider.

Many of our readers, no doubt, as well as ourselves, have often looked with interest at the curious operations of spiders. Although repulsive in their appearance, their industry and its curious products sometimes induce us to forget our dislike to them, while we watch their busy motions, and admire the light and silky webs which they spin with so much art. These we find, in many cases, to be constructed on a uniform plan, being usually fastened on three sides by strong threads, which have been called cables, from their resemblance, in use and directions, to the moorings of a ship; so that the extreme outline of a web commonly approaches the form of an equilateral triangle. This we have often remarked in our early walks, in our city parks and many country places. Dewy mornings are favorable for observing spiders' webs. (See White's Natural History of Selbourne, sect. 23, and President Edwards' Works—Journal for interesting observations on spiders. Also many popular works on natural history.)

Some curious cases of ingenuity have been recorded of spiders. In the summer of 1834, a friend called our attention to a small tree in his garden in Brooklyn, to which a spider had attached his web. One of the cables was fastened to the trunk a little below the first branch, and another to the lower side of that branch; but there was nothing, in the direction in which the third ought to be extended, nearer than the

ground, which was about five feet distant. It is no uncommon thing to find the cables of spiders' webs reaching so far, or even further; but that was not done in the present case, though it perhaps may have been attempted without permanent success. The cable was made, but it was only about a foot in length; and here was the wonder of the case. At the end of it hung a pebble, about an inch in length, and half that in breadth, which, by its weight kept the whole web stretched in the right direction, though it swung about at every motion of the air, sometimes several inches, this way and that.

The Architects.

BY HENRY W. LONGFELLOW.

All are Architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme.

Nothing useless is or low;
Each thing in its place is best,
And what seems but idle show,
Strengthens and supports the rest.

For the structure that we raise,
Time is with material filled;
Our to-days and yesterdays
Are the blocks with which we build.

Truly shape and fashion these,
Leave no yawning gaps between;
Think not, because no man sees,
Such things will remain unseen.

In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part,
For the gods see every where.

Let us do our works as well,
Both the unseen and the seen;
Make the house where God may dwell,
Beautiful entire and clean.

Else our lives are incomplete,
Standing in these walls of Time,
Broken stair-ways, where the feet,
Stumble as they seem to climb.

Build to-day, when strong and sure,
With a firm and ample base;
And ascending, all secure,
Shall to-morrow find its place.

Thus alone can we attain
To those turrets, where the eye
Sees the world as one vast plain,
And one boundless reach of sky.

Education and Crime.

The following important exhibit of statistics, drawn from the public records of New York has a bearing on the Free School controversy, now agitating our State, which cannot be gainsaid:

"It has been frequently alleged, of late, on the part of the opponents of universal education through schools free to all, that the progress of crime, in our own and other lands, has kept pace with the advancement and diffusion of knowledge,

and that the record of our prisons and penitentiaries, if carefully examined, would show that a large proportion of the inmates were from the educated classes. I have recently investigated the official returns made to the Secretary of State, by the sheriffs of the several counties, of the convictions had in the several courts of record throughout the State, and in the courts of special sessions in the respective cities, from the year 1840 to 1848, both inclusive, comprising a period of nine years, and find the following result: The whole number of persons returned as having been convicted of crimes in the several counties and cities of the State, during the period referred to, was 27,949; of these, 1,482 were returned as having received a *common* education, 414 as having a *tolerably good* education, and 128 only as *well educated*. Of the remaining 26,225, about half were able merely to read and write; the residue destitute of *any* education whatever.

"Assuming, therefore, the standard of the returning officers, as to what constitutes a good education to be correct, only 128 out of nearly 28,000 of the inmates of our prisons and penitentiaries are from the *educated* classes, and only about *one to sixteen* had received an ordinary common school education. Facts like these are worth more than a thousand vague declamations as to the efficiency of education with reference to the progress of crime."—N. Y. *Evangelist*.

[The Gallery of Illustrious Americans (edited by C. Edwards Lester, and published by Brady, New York) contains, in the sixth number, an admirable portrait of Colonel Fremont, and the following sketch of his life.]

John Charles Fremont,

BORN IN SOUTH CAROLINA, JAN., A. D., 1813.

The feet of three men have pressed the slopes of the Rocky Mountains, whose names are associated forever with those vast ranges: Humboldt, the Nestor of scientific travellers; Audubon, the interpreter of nature; and Fremont, the pathfinder of empire. Each has done much to illustrate the natural history of North America, and to develop its illimitable resources. The youngest of all is as likely to become as illustrious as either, for fortune has linked his name with a scene in the history of the Republic, as startling to the world as the first announcement of its existence. To his hands was committed the magnificent task of opening the golden gates of our Pacific empire. His father was an emigrant gentleman from France, and his mother a lady from Virginia. Although his death left his son an orphan in his fourth year, he was thoroughly educated; and when, at the age of seventeen, he graduated at Charleston College, he contributed to the support of his mother and her younger children.

From teaching mathematics he turned his attention to civil engineering, in which he displayed so much talent, he was recommended by Mr. Poinsett, Secretary of War, to Nicollet, as his assistant in the survey of the upper Mississippi.

Two years he was with that learned man in his field of labors, and he won his applause and friendship. On his return to Washington he continued his services to the geographer for two years longer, in drawing up from his field-book the great map which unfolded to science the vast tract which they had explored. Thirsting for adventure, he now planned the first of those distant and perilous expeditions which have given luster to his name. Having received a lieutenant's commission in the corps of Topographical Engineers, he proposed to the Secretary of War to penetrate the Rocky Mountains. His plan was approved, and in 1842, with a handful of men gathered on the Missouri frontier, he reached and explored the South Pass. He achieved more than his instructions required. He not only fixed the locality and character of that great pass through which myriads are now passing to California—he defined the astronomy, geography, botany, geology and meteorology of the country, and designated the route since followed, and the points from which the flag of the Union is now flying from a chain of wilderness fortresses.

His report was printed by the Senate, translated into foreign languages, and the scientific world looked on Fremont as one of its benefactors. Impatient however, for broader and more hazardous fields, he planned a new expedition to the distant territory of Oregon. His first had carried him to the summits of the Rocky Mountains. Wilkes had surveyed the tide-water regions of the Columbia river; between the two explorers lay a tract of a thousand miles, which was a blank in geography. In May, 1843, he left the frontier of Missouri, and in November he stood on Fort Vancouver, with the calm waters of the Pacific at his feet. He had approached the mountains by a new line, scaled their summits south of the South Pass, deflected to the Great Salt Lake, and pushed examinations right and left along his entire course.

He joined his survey to Wilkes' exploring expedition, and his orders were fulfilled. But he had opened one route to the Columbia; and he wished to find another. There was a vast region south of this line, invested with fabulous interest and he longed to apply to it the test of exact science. It was the beginning of winter. Without resources, adequate supplies, or even a guide, and with only twenty-five companions, he turned his face once more towards the Rocky Mountains. Then began that wonderful expedition, filled with romance, achievement, daring and suffering; in which he was lost from the world for the space of nine months, traversing 3,500 miles, in sight of eternal snows; in which he explored and revealed the grand features of Alta California, its great basin, the Sierra Nevada, the valleys of San Joaquin and Sacramento, exploded the fabulous Buenaventura, revealed the real El Dorado, and established the geography of the western part of our continent. In August, 1844, he was again in Washington, after an absence of sixteen

months. His report put the seal to the fame of the young explorer.

He was planning a third expedition while writing a history of the second; and before its publication, in 1845, he was again on his way to the Pacific, collecting his mountain comrades to examine, in detail, the Asiatic slope of the N. A. continent, which resulted in giving a volume of new science to the world, and California to the United States. We cannot trace his achievements during the war with Mexico, nor will future times inquire how many, or how great, battles he fought.

After the conquest of California, Fremont was made the victim of a quarrel between two American commanders. Like Columbus, he was brought home a prisoner, over the vast territory he had explored; stripped by a court-martial of his commission as lieutenant-colonel of mounted riflemen, and reinstated by the President.

Fremont needed justice, not mercy, and he returned his commission. His defence was worthy of a man of honor, genius and learning. During the ninety days of his trial, his nights were given to science: Thus ended his services to the government—but not to mankind. He was now a private citizen, and a poor man. Charleston offered him a lucrative office, which he refused. He had been brought a criminal from California, where he had been explorer, conqueror, peace-maker, governor. He determined to retrieve his honor on the field where he had been robbed of it. One line more would complete his surveys—the route for a great road from the Mississippi to San Francisco. Again he appeared in the far west. His old mountaineers flocked around him, and with 33 men and 130 mules, perfectly equipped, he started for the Pacific.

On the Sierra San Juan, all his mules and a third of his men perished in a more than Russian cold; and Fremont arrived on foot at Santa Fe, stripped of everything but life. It was a moment for the last pang of despair which breaks the heart, or the moral heroism which conquers fate itself. The men of the wilderness knew Fremont; they refitted his expedition; he started again; pierced the country of the fierce and remorseless Apaches; met, awed or defeated savage tribes; and in a hundred days from Santa Fe he stood on the glittering banks of the Sacramento. The men of California reversed the judgment of the court-martial; and Fremont was made the first senator of the golden state. It was a noble tribute to science and heroism.

His name is identified forever with some of her proudest and most grateful passages in American history. His 20,000 miles of wilderness explorations, in the midst of the inclemencies of nature, and the ferocities of jealous and merciless tribes; his powers of endurance in a slender form; his intrepid coolness in the most appalling dangers; his magnetic sway over savage and enlightened men; his vast contributions to science; his con-

trolling energy in the extension of our empire; his lofty and unsullied ambition; his magnanimity, humanity, genius, sufferings and heroism, make all lovers of progress, learning, and virtue, rejoice that Fremont's services have been rewarded by high civic honors, exhaustless wealth, and the admiration and gratitude of mankind.

The World too much with us.

The world is too much with us; late and soon,
Getting and spending we lay waste our powers;
Little we see in nature that is ours;
We have given our hearts away, a sordid boon!
The sea that bares her bosom to the moon,
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for every thing we're out of tune,
It moves us not. Great God, I'd rather be
A pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus coming from the sea,
Or hear old Triton blow his wreathed horn.

WORDSWORTH.

An Army of Monkeys.

A NOVEL SUSPENSION BRIDGE.—“They are coming towards the bridge; they will most likely cross by the rocks yonder,” observed Raoul.

“How—swim it?” I asked. “It is a torrent there!”

“Oh, no!” answered the Frenchman: “monkeys would rather go into fire than water. If they cannot leap the stream, they will bridge it.”

“Bridge it! and how?”

“Stop a moment, Captain—you shall see.”

The half human voices now sounded nearer, and we could perceive that the animals were approaching the spot where we lay. Presently they appeared upon the opposite bank, headed by an old grey chieftain, and officered like so many soldiers. They were, as Raoul stated, of the *comadreja*, or ringtailed tribe.

One—an aid-de-camp, or chief pioneer, perhaps—ran out upon the projecting rock, and, after looking across the stream as if calculating the distance, scampered back and appeared to communicate with the leader. This produced a movement in the troop. Commands were issued, and fatigue parties were detailed and marched to the front. Meanwhile, several of the *comadrejas*—engineers, no doubt—ran along the bank, examining the trees on both sides of the *arroyo*.

At length they all collected around a tall cotton wood, that grew over the narrowest part of the stream, and twenty or thirty of them scampered up its trunk. On reaching a high point, the foremost—a strong fellow—ran out upon a limb, and taking several turns of his tail around it, slipped off, and hung his head downwards. The next on the limb, also a stout one, climbed down the body of the first, and whipped his tail tightly round the neck and forearm of the latter, dropped off in turn, and hung head down. The third repeated this manœuvre upon the second,

and the fourth upon the third, and so on, until the last upon the string rested his forepaws upon the ground.

The living chain now commenced swinging backwards and forwards, like the pendulum of a clock. The motion was slight at first, but gradually increased, the lowermost monkey striking his hands violently on the earth as he passed the tangent and oscillating curve. Several others upon the limbs above aided the movement.

This continued until the monkey at the end of the chain was thrown among the branches of a tree on the opposite bank. Here, after two or three vibrations, he clutched a limb and held fast. This movement was executed adroitly, just at the culminating point of the oscillation, in order to save the intermediate links from the violence of a too sudden jerk.

The chain was now fast at both ends, forming a complete suspension bridge, over which the whole troop, to the number of four or five hundred, passed with the rapidity of thought.

It was one of the most comical sights I ever beheld, to witness the quizzical expressions of countenances along that living chain.

The troop was now on the other side, but how were the animals forming the bridge to get themselves over? This was the question which suggested itself. Manifestly, by number one letting go his tail. But then the *point d'appui* on the other side was much lower down, and number one, with half a dozen of his neighbors, would be dashed against the opposite bank, or be soused into the water.

Here, then, was a problem, and we waited with some curiosity for its solution. It was soon solved. A monkey was now seen attaching his tail to the lowest on the bridge, another girded him in a similar manner, and another, and so on, until a dozen more were added to the string. These last were all powerful fellows, and running up to a high limb, they lifted the bridge into a position almost horizontal.

Then a scream from the last monkey of the new formation warned the tail end that all were ready; and the next moment the whole chain was swung over, and landed safely on the opposite bank. The lower links now dropped off like a melting candle, while the higher ones leaped to the branches and came down by the trunk. The whole troop then scampered off into the chapparel and disappeared!—*Adventures in South America.*

The Schoolmaster.

Why are we never at ease in the presence of a schoolmaster? Because he, we are conscious, is not quite at ease in ours. He is awkward, and out of place, in society of his equals. He comes like Gulliver from among his little people, and he cannot fit the stature of his understanding to yours. He cannot meet on the square. He wants a point given him, like an indifferent whist-player. He is so used to teach-

ing, that he wants to be teaching *you*. One of these professors, upon complaining that these little sketches of mine were anything but methodical, and that I was unable to make them otherwise, kindly offered to instruct me in the method, by which the young gentlemen in *his* seminary were taught to compose English themes. The jests of a schoolmaster are coarse or thin. They do not *tell* out of school. He is under restraint of a formal and dictative hypocrisy in company, as a clergyman is under a moral one. He can no more let his intellect loose in society, than the other can his inclinations. He is forlorn among his equals; *his juniors cannot be his friends.*—Charles Lamb.

The Great Salt Lake—Captain Stansbury's Expedition.

Capt. Stansbury, sent out by Government to make an examination of the valley of the Salt Lake, writes home:

From the knowledge gained by this expedition, I am of the opinion that the size of the lake has been much exaggerated; and from observation, and what I have learned from the Mormons, who have made one or two excursions upon it in a small skiff, I am induced to believe that its depth has been much overrated. That it has no outlet, is now demonstrated beyond doubt, and I am convinced, from what I have seen, that it can never be of the slightest use for navigation. The water, for miles out from the shore, wherever I have seen it, is but a few inches in depth; and if there be any deep water, it must be in the middle. The Utah river (or the Jordan, as the Mormons call it) is altogether too insignificant and too crooked to be of any use commercially. The greatest depth of the Utah Lake that we have found is sixteen feet; so that, for the purpose of a connected line of navigation, neither the river nor the lakes can be of the slightest utility. Such, at least, is my present impression. Further examination of the Salt Lake may, perhaps, modify this opinion with regard to the latter. The river connecting these two lakes is forty-eight miles in length.

He found that the whole Western shore of the lake consists of immense plains of soft mud, inaccessible, within many miles of the water's edge, to the feet of mules or horses, being traversed frequently by meandering rills of salt and sulphur water, which apparently sink and seem to imbue and saturate the whole soil, rendering it miry and treacherous. These plains are but little elevated above the present level of the lake, and have, without doubt, at one time, not very long since, formed a part of it. The plains are, for the most part, entirely denuded of vegetation, excepting occasional patches of Artemisia and "grease-wood." In an estimated distance of one hundred and fifty miles, on one part of the route, fresh water and grass were found *only in one spot*.

In the latter portion of this first desert we crossed a *field of solid salt*, which lay encrusted upon the level mud plain, so thick that it bore up the mules loaded with their packs so perfectly that they walked upon it as if it had been a sheet of solid ice, slightly covered with snow. The whole plain was as level as a floor. We estimated this field to be at least ten miles in length, by seven in width, and the thickness of the salt at from one-half to three-quarters of an inch. A strip of some three miles in width had been previously passed, but it was not thick, nor hard enough to prevent the animals from sinking through into the mud at every step. The salt in the solid field was perfectly crystalized, and, where it had not become mixed with the soil, was as white and fine as the best specimens of salina table salt. Some of it was collected and preserved.

After crossing the field of salt, we struck upon a fine little stream of running water, with plenty of grass, lying at the foot of a range of mountains, which seemed to form the Western boundary of the immediate valley of the lake.

We were, as I have every reason to believe, the first party of white men that ever succeeded in making the entire circuit of the lake by land. I have understood that it was once circumnavigated by canoes, in early times, by some trappers, in search of beaver, but no attempt by land has ever been successful.

The Sense of the Beautiful.

Look, too, at the provision which the bounty of God has made for another group of the human faculties,—for the æsthetic or beauty-loving part of our nature. We might have eaten and drank and worked in a drab-colored universe, as easily as in this scene of ever-varying splendor; in a world of monotone and droning as well as in the midst of

"Ten thousand harps that tune
Angelic harmonies;"

in a world of geometric triangles and polygons, instead of fields of waving grain, and bowers of wreathing vines, and all the graceful lines of beauty and of art. Yet what a prodigality of creatures to gratify the sentiment of beauty in the mind of man! The many-colored flowers of the green earth, and the many-colored stars of the cerulean sky; the tints of the living foliage of summer, and the more gorgeous hues of the dying foliage of autumn,—that season when nature weaves a mantle of more than Tyrian splendor, and spreads it like a garment over valley and hill; the fervid and ever-changing effulgence of the rising sun, and the gentler glories of his setting hour; the stationary rainbow, and the shooting auroras; the glittering colors of bird and insect and shell; all nature's symmetry of proportion, whether within the walls of the coral insect's sepulcher, or in the honey-bee's comb, or in the basaltic pillars that uphold the mountains;

the rigid shaft of the oak; and the vine that gracefully entwines it;—but I forbear: for who shall catalogue the master pieces in nature's galleries of beauty,—all marvels, all fashioned from archetypes of infinite excellence in the Divine Mind!

Surely, He who created the fragrance, and flowers and music of Paradise; He who has commanded a thousand sleepless attendants, each with a horn of plenty in its hand, to stand around even the disobedient children of men, and minister to their luxury and their adornment, was no anchorite. Surely, He who created all colors, and has mingled them together in the petals of flowers, in the armature of insects, and in the plumage of birds, and has blended lily and rose in the cheek of youth,—He, who has strewed the bottom of the ocean with pearls, and sowed jasper and amethyst and chrysolite among the rocks, was no contemner of adornment.

He prepared this wondrous frame of things not only to excite the exultation of sense and of sentiment, but to inspire the sublime contemplations of the intellect, and to make our devotions impassioned by making their object so admirable. And with what nice adaptations and adjustments man is fitted to the universe in which he is placed! Behold the marvelous reach and energy with which the narrow organs of our narrow bodies extend their cognizance and display their power! The nervous filaments of the senses are finer than a spider's thread. Yet they are the avenues of communication between the world without and the world within. They spread themselves out over a little space at the roots of the tongue, and all the savors of nature become tributaries to our pleasure. They unfold themselves over a little space in the olfactory organs, and we catch the perfumes of all the zones.—They are ramified over a little space in the hollow of the ear, and the myriad voices of nature, from the shrill insect or the milli-fluous song bird to the organ tones of heaven's cathedral,—the thunder, the cataract, and the ocean,—become our orchestra. They line a spot in the interior of the eye so small that the tip of the finger may cover it, when lo! the earth and the heavens, to the remotest constellations that seem to glitter feebly on the confines of space, are painted, quick as thought, in the chambers of the brain.

By these senses we hold connection with all external things, as though millions of telegraphic wires were stretched from every outward object, and came in converging lines to find their focus in our organs, and through these inlets to pour their pictures, their odors, and their songs, into the all-capacious brain. Nay, better than this; for we have the picture, the perfume, and the music, without the encumbrance of the wires.—Horace Mann.

Would I were only a Spirit of Song.

BY MRS. OSGOOD.

Oh would I were only a spirit of song !
 I'd float forever around, above you :
 If I were a spirit it would n't be wrong,
 It could n't be wrong to love you !

I'd hide in the light of a moonbeam bright,
 I'd sing Love's lullaby softly o'er you,
 I'd bring rare visions of pure delight
 From the land of dreams before you.

Oh ! if I were only a spirit of song,
 I'd float forever around, above you,
 For a musical spirit can never do wrong,
 And it would n't be wrong to love you !

Boston Ladies.

A New Yorker in Boston is giving his impressions of the people of that city, which of course includes the ladies. He says :

"Boston ladies are not so remarkable for beauty, as for accomplishments; nor do the graces of their persons often outshadow the attractions of their mind. All those minor acts for the cultivation of natural grace, which are so assiduously cultivated by New Yorkers, are entirely discarded by Bostonians. They talk better than they smile, they ride better than they dance, and they walk better than they can waltz. French coiffeurs and modistes are not receivable, and will not make polka partners, even at the most retired of watering places. The Boston lady is not much upon the public thoroughfares; she may venture into Washington street, but it is only for her shopping; and her morning stroll upon the heights above the Common, is simply hygienic; her luxury of display will be in a ride to Roxbury, or a pretty "straw" at the church.

"The Boston lady talks always like a connoisseur about paintings; and though her opinions of the new Athanæum gallery are modulated somewhat by the names and reputations of the owners, they are, nevertheless, *curt*, *recherche* and decisive. She is not given to any of the prettinesses of Puseyism, reckoning them among such vanities as small waists and gaiter boots; yet she is an uncontrollable admirer of holy families, of which she finds a full supply in the newly opened stock. She is much more tenacious of head dress than of foot dress; and though not especially coy in the matter of ankles, she studies very little the graces of a *caressure a son pied*.

"The Boston lady is intellectual, and with all her ruddiness of cheek and robustness of form, she is not a stranger to libraries or to lectures, and her opinions are far more apt to show the plumb of a woman than the delicacy of a girl. She is a lover of mystics, and a good patroness of Boston genius. She occasionally dabbles herself in the ink, and here and there a touchy, testy letter in the Boston Transcript shows traces of a feminine hand, joined to a masculine judgment. As her age ripens, (and even Boston fogs cannot preserve freshness,) she may turn her

faculties to the celebration of a stately paper for that stateliest of journals, the North American Review. And there are those, I am informed on good authority, whose energy and literary perseverance are sometimes equal to a perusal of that extraordinary paper.

"The Boston lady has friends at Cambridge; either a nephew who is a rising man in the University, or a cousin who is making a stir in Divinity, or an uncle who is a man of vast erudition, or an acquaintance, or *quasi* lover who is a pattern of a scholar or a Pindar of a poet. She encourages the Opera, more particularly if the piece has been applauded in the Cambridge circles and echoed by the Transcript. Nothing, in her view, could be more exquisite than the performance on the night of the late high prices. Commendation was general, and telegraphic, finger announcements of the price of seats, ran around the house as so many proofs of the genial and characteristic appreciation. The Boston lady does not affect French, or, rather, she reckons it a school-day accomplishment, with which she does not often sully her lip in society. The English lady is her pattern of breeding, as she is her sampler of grace. Her ideas of free dressing never go beyond Sir Peter Lely, and would stop far short of his voluptuous beauties, were they not hallowed by her recollections, or her reading of Hampton Court. The lusts of the eye and the pride of life are not so much among her sins as the sufficiency of the Pharisee. She is no poor Publican, but by Heaven's bounty a Bostonian. Her religion is intellectual to a fault, and her Christian ingenuity revels in theological conceits. Between Messrs. Parker and Emerson, a divinity radiates in every corner of Boston; a mystic intellectism pervades their fog of belief, from which an occasional scintillation of genius breaks out, as a signal for a shout, and as a new 'star in the East.'"

The Intertropical Sea.

But the Gulf of Mexico and the Caribbean Sea—call them the intertropical sea of America, for they are, in fact, but one sea—are supported by the most magnificent system of river basins in the world, and the grandest back country on the face of the earth. The rivers which empty into this American sea drain more back country than do all the seas of Europe, and they drain more climates than do all the other rivers which empty into any one of the three great oceans.

This intertropical sea is the receptacle and outlet for all the variety of produce that is known to the climates and soils of seventy degrees of latitude. (I am considering the Amazon as tributary to the Caribbean Sea, and will show it so to be.) The back country which supports and supplies this sea of ours with the elements of commerce, extends from 20° south to 50° north. The land within this region is fruitful beyond measure; it includes all the producing latitudes on the face of God's footstool; and every variety

of production, except tea and a few spices, that the three great kingdoms of nature afford, is to be found here in the greatest perfection, profusion and abundance. Coal measures without limit, mountains of iron, the best silver and the richest copper mines, and all the materials of mineral wealth, abound in this region as they do nowhere else. Nor is the vegetable kingdom less prolific or beautiful. The finest of wheat, the best of fruits, corn without measure, hemp, cotton, rice, sugar, wine, oil, indigo, coffee, and India-rubber, tobacco and timber, dye-stuffs, and the finest of woods, are all to be found in this magnificent system of basins in vast quantities, and in great beauty and perfection.

Nor are the supplies from the animal kingdom on a scale less grand. Everything that island or mountain, sea-shore or inland basin, plains and pampas, *tierras templadas* or *tierras calientes*, can produce, is brought down to enrich this great cornucopia of commerce. It occupies a geographical position that makes it the commercial center of the sea; and on account of this very position, it possesses advantages which no other part of the wide ocean has ever enjoyed. It is between two hemispheres. It has a continent to the north and a continent to the south. When it is seed-time on one side of it, it is harvest-time on the other; and there will be, when its back country is settled up, a perpetual delivery of crops in its markets.

With Europe to the east and Asia to the west, it is mid-way between the two parts of the old world, and it stands on an eminence of navigation and commerce which places all parts of the earth at its feet, and from which it may be made to send its surplus produce down the currents of the ocean or before the winds of heaven, to the people of every city and clime who are to be found on the sea-shore.

A DOCTOR'S JOKE.—A well known physician in a certain city, was very much annoyed by an old lady, who was always sure to accost him on the street, for the purpose of telling over her ailments. Once she met him when he was in a very great hurry. "Ah! I see you are quite feeble," said the doctor, "shut your eyes and show me your tongue." She obeyed, and the doctor moved off, leaving her standing there for some time in this ridiculous position, to the infinite amusement of all who witnessed the funny scene.

ANECDOTE.—There is a hymn in one of the New England Puritan collections commencing "Purge me with hyssop, make me clean," which was given out on Sunday morning. The clerk set the hymn to the wrong tune, which he did not discover until he had twice or thrice endeavored to execute the first sentence, "Purge me with hyssop," &c. At length, out of all patience, an old maid who led the treble whined out, "*Hadn't you better take some other yard, Mr. B.—?*"

THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, SEPTEMBER 1, 1850.

To Our Patrons.

This number closes the present volume. Another year of revolution and progress has passed away since we first began to visit you at intervals, bearing such messages of interest and pleasure as our circumstances rendered allowable. It is useless to say that we have not striven hard to please you. Every article of our periodical has been sent out with careful reflection, and with the confident belief that it would contribute to the improvement of the intellect and the cultivation of the sensibilities of all its readers. We have labored to stir up a deeper interest in the all important matter of education. We have endeavored to do this by presenting, from time to time, such details of teaching as could be reduced to present practice. We have endeavored to do it by discussing some of those questions of a profound nature which underlie the whole ground of our educational schemes, and which must sooner or later link to themselves the attention of every prosperous and happy people. We have attempted to do it by presenting, as far as our limited means would allow, some of the treasures of that vast field of literature which education may claim, in her own sovereign right, for all her departments, but which, in these times of quenchless lust for gold, seem to have been monopolized by newspapers of trade and politics. We have endeavored to do it, by banishing from our paper the pedagogue's frown, and throwing into its countenance something of that cheerful hilarity which is such a sweetener of the comforts of the fireside, and such a powerful assistant to every cause, good or bad. In short, we have striven to ascertain your wishes and pleasure, as individuals on whom rests the tremendous responsibility of educational success, and have worked to satisfy them. If we have failed, it is because we have not been able to appreciate your necessities, or have not possessed the means to satisfy them.

Daily employed in the fatiguing duties of the school room, we have not always been able to throw into the columns of our paper that glow of feeling and tireless hope which seems to be transferred from the black lines to the human bosom. But dusty tomes and piles of reeking periodicals have not gone unransacked that you might be provided with such a sheet as you would like to peruse.

In giving the farewell grasp for the year that has left us, we would fain retain your hand for the year that is about to commence. As the last volume has been gradually filling its allotted number, our acquaintance with your wants has increased, and our experience in delving to supply them. We shall commence the next volume with renewed vigor. Encouraged by our greatly increased circulation, and the general favor with which our labors thus far seem to have been welcomed by our friends, we shall not hesitate to resolve on higher achievements, in the confident trust of their successful performance. We have all the standard periodicals of the day for reference and selection, all the libraries of a large metropolis, and all the valuable newspapers of every city in the Union, at our command. We live amid the daily operations of a hundred valuable teachers, with all kinds of methods in giving instruction, and have a disposition to make use of our powers of observation for the good of our fellow teachers. If, with all these means, we do not afford a due quantum of what is valuable, instructive, cheering, and energizing, we shall deserve the reputation of unprofitable servants. We hope to retain all our present readers, and to receive a large addition to our present list. The fact of our paper being issued by a publishing house, has, we are aware,

been improperly used by some to bring the SCHOOL FRIEND into disfavor; but we have determined to keep aloof from all bias from that quarter, and we have succeeded, we think, as the most rigid scrutiny of our columns since last January will show. Our resolves, then made known, we have never knowingly swerved from, nor shall we while connected with this paper.

To all Clergymen in the State of Ohio.

At a meeting of the Ohio State Teachers' Association, held at Springfield, on the 3d and 4th of July last, it was unanimously

"Resolved, That all clergymen in this State be invited to deliver to their congregations a sermon on the subject of Common Schools, in or about the second week in October next."

Ranked, as you have always deservedly been, among the most strenuous defenders of popular liberty, and engaged by profession in the arduous and heavenly labor of inviting and inciting all to turn from the wrong to the right, we confidently trust that you will give a few thoughts to the broad field in which we toil, and, with your voices, cheer and assist us in what vitally concerns the interests of all. Our objects and aspirations are one. Though your stations be higher in the scale than ours, the tendencies of both should be to the same end. Clothed, as you are, in the sacred garb and with the authority of Divine commission, we most earnestly invite you to bring the great subject of our Common Schools to the solemn consideration of those who listen to your weekly teachings, and commend it to the favor of that Being who watches the doings of all His creatures. Swayed by a thousand impulses to wreck all their happiness in this life and that to come, the vast numbers of our youth present themselves to us, asking something to be done for them. All that is needed that man can supply can be obtained by bringing their wants to the attention of those most nearly interested. As conservators of the public morals desirous to see every good work prosper, we believe that you will gladly lift up your voices for this hope of the nation, and plead that it may be purified where it is corrupt, strengthened where it is weak, and made the avenue for all those blessings which flow through a high-toned morality and diffused intelligence.

An Exercise in Teaching Latin.

We think that, in a multitude of cases, the study of this noble language is carried on without any direct reference to immediate benefits either on the part of the teacher or pupil. The instructor teaches it because his predecessors taught it, and the scholar studies it because custom requires him to do so. Its present connection with the wants of one who aims at acquisitions of any moment in the English language, lies hidden in mystery. Its remote connections with practical life (which may be the principal ones) are associated with strange potions of mysterious drugs, dried skeletons, musty tomes of law, or historical records cadaverous with age. In the iconoclastic movements of the present day, which are beating down all that hoary custom has consecrated, the question is fiercely asked *Cui bono?* in regard to almost everything pertaining to man, outward and inward. The counterign necessary to be presented to entitle almost anything to practical attention, is a long list of the various utilitarian purposes which it promises to subserve. This is right, and the Latin language has no better title to exemption than Astrology. We do not propose to discuss the expediency of this study here; but only to suggest an exercise connected with giving instruction in this language which we have used with profitable results. It is well known that a large portion of the words of our language are derived directly or remotely from the Latin, and consequently that no individual can thoroughly understand our tongue without a copious knowledge of the Latin. It should be studied, then, with careful, daily reference to this one

point—the derivation of English words from Latin words. The benefit is immediate, so that the acquisition of each Latin word causes the pupil to feel that he has made conquest of another element of mastery over our untameable English. After the class have translated and analyzed the appropriate lesson, we have usually required each word to be taken in order, and each pupil to give one English word immediately or remotely derived from it, if any can be found. We have often passed around a class of twenty individuals twice or three times with the derivations of a single Latin word. Thus, take the sentence, "*posuit in ore.*" The students, in succession, give *depose, deposit, deposition, depot, dispose, disposition, disposal, compose, compositor, compose, composure, composition, decompose, decomposition, recomposition, expose, expositor, exposure, exposition, impose, impost, impostor, imposition, indispose, interpose, oppose, opponent, opposition, opposite, post, position, positive, posture, postpone, preposition, proposition, purpose, repose, repository, suppose, transpose, &c., &c.* The single word *posuit* seems to stand like a king with his subjects around him, each one exerting, in his own way, the force of his monarch.

Memorizing Lessons.

A great deal has been said, by authority respectable, and contemptible, in regard to the propriety of learning a lesson "by heart." The practice probably never had many advocates, on account of the additional labor which it obliges the teacher to perform; for it is quite certain that scholars will never strike away boldly in a recitation, without question or book, until the teacher shows himself so completely master of the lesson that his memory will not need any joggings by the book from which he gives instruction. The practice of requiring pupils to memorize lessons has been much stigmatized as loading the memory without quickening and invigorating the reason, and rather tending to weaken the mental powers than to impart energy. Such has been the lamentable result, without doubt, in a large number of cases. But this unfortunate issue is owing, we think, not to the fact that pupils have been required to load their memories day by day, but to the fact that when pupils have recited the lesson with parrot-like pertness and precision, too many teachers have supposed that their command over it was as perfect as could be required or desired. When a scholar can repeat a lesson with the most liquid fluency, we are no more to suppose that he has completely mastered it than that, when a school boy has learned to declaim the celebrated oration of Demosthenes on the Crown, he is prepared to move with tremendous power such a populace as once bowed itself to the influence of this mighty speech. When a pupil has thoroughly committed a lesson to his memory, he has only placed it in a situation where he can begin to study it to advantage. In study, the memory plays about the same part as the vise to the jeweller—it holds the subject to be operated upon firmly to the workings of the file, or the inspection of the microscope. So the memory, if properly educated, brings close up to the mind the matters of Grammar, History, &c., and keeps them steadily there, while the reason tears them in pieces and molds them to its own purposes, and the imagination plays upon them with all her wonderful powers of illumination. The miserable results which are complained of as following this method of study, are to be attributed to the fact that the simple repetition of a lesson with a good degree of readiness is deemed equivalent to completely learning it, when, in truth, a scholar arrived at this point does not necessarily know anything about it.

Cincinnati House of Refuge.

Our city has added another branch to her schemes of education, and has provided for it accommodations on a magnificent scale. In the opinion of the present Superintendent, who spent some time in visiting establish-

ments of a similar character in the older States, the buildings of our House of Refuge are constructed with a much higher regard to neatness, taste, liberality and convenience, than any others in the United States. The buildings are situated on a beautiful level of land about three miles northwest from the center of the city, and are surrounded by a wall seventeen feet high. The front of the main structure faces the Colerain turnpike, and is two hundred and seventy-six feet long, fifty-seven feet wide, and four stories high. The material of the building is the limestone obtained from the neighboring hills, the coping of the walls and other heavy ornaments being of the Dayton stone. In the rear of the center building, and connected with it by a gallery twenty feet long, is another building one hundred and fourteen feet long, containing two large school rooms, a large chapel, a dining room for boys and girls, a kitchen, store rooms, &c., &c. There are two hundred and fifty rooms in all, warmed by steam. The washing and bathing facilities are on a large scale. The cost of the buildings and fixtures is \$150,000. The style of the architecture is chaste, and the appearance of the structure, walls, and yard filled with ornamental shrubbery, is very pleasing indeed.

Such are the splendid accommodations which our young city has provided for the reformation of those whom the enticements of vice and the bad tendencies of society are urging down to the abodes of infamy and crime. It steps in for the salvation of those juvenile delinquents whom a short career of iniquity has invited to deeper wickedness, but left as yet unhardened; and by removing them from all scenes of temptation, and providing suitable labor and proper instruction, would, after a certain period, return them to society as blessings, when they would have otherwise proved the greatest curses. It is a system of prevention. It receives "all males under sixteen, and all females under fourteen years of age, who may be accused of any crime or misdemeanor punishable by imprisonment," and those of the above ages who may be considered by their parents or guardians as proper subjects for such means of improvement and reformation. We trust that the already great and rapidly increasing youthful criminality with which our city has been infested, will now receive a check. The reformation of adults in crime has been proved a hopeless task, except in rare cases. The only reliance for anything like a radical change must be on our general system of education, enlarged and varied to meet the exigencies of circumstances. How many tales of crimson guilt this Institution will cut short at the beginning! How many sagacious, enterprising citizens it will snatch from perdition!

The inmates of our House of Refuge are required to labor at some trade about eight hours per day, and to spend about four hours in the school room.

During the twenty-five years which the Philadelphia House of Refuge has been in operation, not one of its inmates was ever a member of the High School, nor a graduate in full course in any of the Grammar Schools.

The Westborough Institution, Mass., does not have any walls to surround its buildings, but is little more than a fine farm house. The inmates are trained to such high moral feeling, that they are bound to it as by a chain. Much liberty is allowed them, but no breach of trust has yet been made.

Syracuse Convention.

The Free School State Convention which was held at Syracuse, N. Y., on the 10th ultimo, was very largely attended, and its deliberations were conducted with great spirit and ability. It was resolved

That our present Common School Law, though imperfect, should be maintained, as on its safety depends the existence of our school system.

That the property of the State should educate the children of the State.

That our welfare depends not wholly on trade and penalties of law, but on the development of the mental and physical energies of our people.

That a vicious detail in the School Law should not procure a repeal of the whole nor the abandonment of the great principle involved.

That we strive to secure its re-sanction as the palladium of our highest hopes.

That the old Law was illiberal in policy and destructive of its own objects, and merits our opposition.

That the real and personal property of the State should make up the deficit of the School Fund in meeting Common School expenses.

That the Press be invoked to aid us in our great mission.

That friends of Free Schools in each county assemble on the first Thursday in October next to prepare for the coming election.

Discussions and addresses from such men as H. Greeley, and others, gave great weight and currency to the proceedings of the Convention.

Phonography.

This system of *short-hand* is beginning to attract general attention; and certainly if its merits are at all what its advocates claim, it deserves the attention and encouragement of every friend of education—it should become at once a branch of school education.

Mr. Pitman, the author of the system, makes three divisions of it; the first or learner's style, the second or letter style, and the third or reporting style; the three being essentially the same, but differing in *brevity* and in the length of time required in learning them. The *first* style is about twice as brief, and the second, about four times as brief as common long-hand, (that is to say, it will take four times as long to write a given number of words in long-hand, as in the second style of phonography,) and it is quite as legible. An hour a day for one month, is usually the longest time necessary for learning to write the second, or corresponding style, with ease and correctness. A year, with the same amount of practice daily, may be stated as the time that would be required for the learner to master the reporting style, so as to follow a speaker satisfactorily. These statements are given as the result of the experience of those who have perfected themselves in the art, and have been engaged in teaching it to others.

As an indication of the favor that phonography is beginning to receive, it may be mentioned, that it has become a branch of regular instruction in the Philadelphia High School, Girard College, in the Free Academy in New York city, and in numerous prominent schools of the country. In England it has met with still greater favor. There are *five* monthly periodicals published in that country. They are lithographed in the three different styles of phonography.

Phonography means writing by sound. A *Phonograph*, is a mark or character, used to represent a certain sound, as

| t, ~ n.

There are *forty* elementary sounds in the English language. A little attention given to the pronunciation of words, will enable the reader to distinguish the elements of which they are composed. The word *not*, for instance, has three sounds, *n-ō-t*. *Naught* has three, *n-au-t*. *Many* has four, *m-e-n-i*. *Reign* three, *r-ā-n*. In phonography, each of the forty sounds of the language is distinctly represented, so that a word represented by the phonographic characters, has its sounds represented, with no superfluous letters. The characters are, for convenience, arranged in the following

order, and not according to the usual alphabetical arrangement.

First, the consonants:

TABLE OF CONSONANTS.

Romanic letter.	Phonograph.	Phonotype.	Examples of sound.	Name
<i>Abrupts.</i>	P	⧵	P p	rope post pe
	B	⧵	B b	robe boast be
	T	|	T t	fate tip tz
	D	|	D d	fade dip de
	CH	/	Ç ç	etch chest ça
	J	/	J j	edge jest ja
<i>Continuants.</i>	K	—	C c	leek cane ca
	G	—	G g	league gain ga
	F	⧴	F f	safe fat ef
	V	⧴	V v	sare rat ve
	TH	(	T t	wreath thigh it
	TH	(	Ț ț	wreath thy de
<i>Liquids.</i>	S	)	S s	hiss seal es
	Z	)	Z z	his zeal za
	SH	)	Ț ț	vicious she if
	ZH	)	Ț ț	vizion giraffe ze
	R	⧴	R r	for right ar
	L	⧴	L l	fall light el
<i>Nasals.</i>	M	(	M m	seem met am
	N	(	N n	seen net en
	NG	(	Ŋ ŋ	sing * in

The vowels are arranged in the following natural order:

TABLE OF VOWELS.

	Long Vowels.	Short Vowels.
1. E	⌒ | E e | eel	⌒ | I i | ill
2. A	⌒ | A a | ale	⌒ | E e | ell
3. AH	⌒ | Ā ā | arm	⌒ | A a | am
4. AU	⌒ | Ō ō | all	⌒ | O o | olive
5. O	⌒ | O o | ope	⌒ | U u | up
6. OO	⌒ | U u | wooed	⌒ | Ū ū | wood

These dots and short strokes are here placed to an upright stroke, (the Phonograph *t*;) to indicate their respective positions, against the beginning, middle, and end of the consonant. The sounds of the vowels in these positions are heard in the words placed in the right hand columns.

The *short* vowels pair very nearly with the *long* ones; and, being of less quantity in sound, they are represented by a dot or stroke, in the same positions, but made obscure or fine to indicate their obscure or fine character.

The *double* vowels, or diphthongs, are represented by small, angular marks, either in the first or third position.

I OI OW
by boy bow

If the sounds of *æ* and *ɤ* be pronounced before the simple vowel sounds, the following compounds will be

formed, which are arranged in the same way, and represented as follow:

W SERIES.					
wz	ē	week	wi	ē	wit
wa	ē	wake	we	ē	wet
wq	ē	qualm	wa	ē	wag
wē	ē	wall	wo	ē	was
wō	ē	woke	wu	ē	wone
wū	ē	wood	wu	ē	wood

Y SERIES.					
yz	ē	ye	yi	ē	*
ya	ē	yea	ye	ē	yet
yq	ē	yazoo	ya	ē	yam
ye	ē	yawn	yo	ē	yon
ŷō	ē	yoke	yu	ē	young
ŷm	ē	you	yu	ē	

From the diphthongs *i* and *ou* two triphthongs are formed by prefixing *w*, represented thus:

ŷ wind ŷ wound

METHOD OF PLACING THE VOWELS.

The consonants are either *horizontal*, *oblique*, or *perpendicular*. If a vowel is heard *before* perpendicular or oblique consonant, it is placed *before*, or at the left of it; thus, *eat*, *aid*, *ask*, *each*, etc.

If the vowel is heard *after* the perpendicular or oblique consonant, it is placed to the *right* of it; thus, *pay*, *too*, *show*, etc.

If the vowel is heard *before* a horizontal consonant, it is placed *above* it; thus, *oak*, *egg*, *palm*, etc.

If the vowel is heard *after* the horizontal consonant, it is placed *below* it; thus, *may*, *kite*, *now*, *keep*.

All the consonants of a word should be written without raising the pen, the second continuing from the first; thus, *gate*, etc.

The aspirate H is indicated by a small dot, placed before a vowel; thus, *hitch*, *home*.

The above explanations give a general view of the system. Other explanations might be made with regard to the positions, and modifications of the characters, to show the manner in which abbreviations are made, but a full practical understanding of it can better be obtained from the elementary works on the subject.

F. G. A.

Willoughby Female Seminary.

This seminary, the annual examination of which we had the pleasure of attending quite recently, is located in the quiet little village of Willoughby, twenty miles east of Cleveland. The building, formerly owned by the Medical College, is a commodious one, occupying an elevated site, with ample grounds for recreation, and surrounded by shade and fruit trees, green lawns and stately woodlands. The Institution enjoys the important advantages of a rural, quiet and healthful location. The streets and walks are fine, the soil sandy and dry,

and the climate salubrious, being entirely free from all local causes of disease. The air is rendered pure and bracing by daily breezes from Lake Erie, distant only three miles.

It would be difficult to find a female seminary further removed from dangerous influences, more secure from interruptions, or more favorably situated for the formation of those habits of study, thought and feeling, which constitute the basis of a noble self culture.

We witnessed the examination of classes in Geometry, Natural Theology, History, Algebra, Botany, Natural Philosophy, Mental Philosophy, Evidences of Christianity, Rhetoric, Anatomy and Physiology, and Milton's *Paradise Lost*, also several interesting exercises in Calisthenics, Vocal and Instrumental Music, and the reading of original compositions.

In all their movements and exercises, the demeanor of the young ladies was quiet, orderly and graceful. Throughout the examination, there were exhibited unmistakable indications, not only of assiduous study and efficient teaching, but also of thorough mental, moral and social discipline.

In its course of study and method of instruction, its discipline and general regulation, this Institution appears to have adopted as its model, the Mount Holyoke Female Seminary, South Hadley, Mass.; indeed, the teachers are graduates from that seminary.

The Principal, Miss Tenny, possesses much energy; and the whole school seems to be imbued, by her spirited teaching, with an *esprit du cor*, quite favorable for the waking up of mind, the development of thought, and the formation of character.

Much of the reading and recitation was delivered in a distinct and impressive manner, indicating that, in this seminary at least, it is regarded as no mean accomplishment for a young lady to be able to converse, read, or recite, when the occasion demands it, with a clear audible voice, and with those deep, rich, intensifying tones which should always accompany "thoughts that breathe and words that burn."

We do, therefore, most cheerfully commend this Institution to the patronage of those who have daughters to be educated, as one admirably adapted, by its location, its kind of discipline and its methods of imparting instruction, to develop their physical, intellectual and moral faculties, and to prepare them to go forth with nobles purposes, and ardent desires to accomplish whatever may purify and exalt, dignify and adorn the human character.

OBITUARY.

DIED, at his residence in Delaware, of this State, on the 3d ultimo, ALBERT PICKET, SEN., aged 80 years. The white haired hero educator has at last passed away. The patriarch of common school instruction has gone before to welcome those whom his teachings here have rendered wiser and nobler. In the pioneer history of Ohio, when settlements were sought by the compass, he was associated with the far sighted and philanthropic spirits of his time in laying broad and deep that foundation of general education, on which is now being reared such a noble structure. Citizen of a past age, before he departed, there was permitted to fall on his dim visioned eye, a little of that prophetic light which told what schools were yet to be. Dear old veteran, ne'er shall we see thy like again! The days of sturdy struggle, of unbending endurance and tireless determination such as thine, shall never come again.

ITEMS.

Our School Board elected Dr. Bushnell, Trustee in the Eleventh District, to be a delegate to the National Convention at Philadelphia.

Mr. Josiah Hurty, Principal of the Xenia Union School, sent to the August number of our

paper, a circular calling together the teachers of Greene County, to attend a Teachers' Institute. The letter happened to be directed to one of the editors of the paper who was away at the time, instead of to the "School Friend and Journal." The letter was not opened, of course, until the return of the owner, which was sometime after the issue of the August number, and consequently was not inserted according to request. We regret it very much.

We are likewise informed that at the close of the last session of his school, Mr. Hurty received as a testimonial of regard on the part of his young gentlemen pupils, a beautiful cane mounted with silver properly engraved; and on the part of his young lady pupils, an elegant set of alabaster writing implements, costing about \$10. Our friend H. will allow us to congratulate him on receiving such tokens of appreciation and esteem.

Our City Council have elected Prof. J. C. Zachos, a teacher of high repute in our city, and Henry Snow, Esq., to be Inspectors and Examiners of the Common Schools for the coming three years. What duties they are to perform different from those of our Superintendent, we are not yet informed.

The ceremonies attendant upon the opening of the House of Refuge, takes place on the first inst.

We understand that a case of corporal punishment in the Columbus schools a short time since, brought the parent of the pupil and the teacher into collision, in the shape of a law suit. No jury that they could impanel would condemn the teacher, so the prosecutor was obliged to let the matter pass. No course could be taken more effectually to break down the most meritorious school, as thus to subject a teacher to the penalties of the law, for administering to a boy a chastigation, not a single pang of which he would feel one day after the infliction. To suppose that a school can be conducted successfully month after month without punishment or the fear of it, is preposterous. It is to suppose that school teaching is different from every other department of human exertion, for certainly from no other province do we see punishment in some shape debarred.

While visiting the Cleveland Schools, we had the pleasure of witnessing the pupils of the High School, under the charge of Mr. Folsom, in penmanship, perform an exercise in writing on time. The different strokes required for executing each letter were numbered. After the class were all seated at their desks with everything in readiness, the teacher wrote a long word on the blackboard and then commenced counting off quite rapidly, each pupil giving the proper stroke, and all giving it at the same moment of time. The exercise was a very interesting one, and well calculated to give to the pen that free and rapid motion so desirable in practical business.

The editor of the Ohio Teacher, is intending soon to endeavor to get introduced into each common school of the State, a copy of the unabridged edition of Webster's Dictionary. May success attend the laudable enterprise.

At the late examination for admission into our Central School, one hundred and seven candidates presented themselves, but only about sixty were admitted. The accommodations of the Central School are getting to be very unaccommodating, owing to the increasing number of classes. This circumstance influenced the admission somewhat as to number. It will be very difficult to receive any next year, unless more room is provided.

Our next number will contain the outlines of a general plan for educational operations in the

State. We shall then enter upon the discussion of this now important matter, and endeavor to obtain such a law as we need.

On visiting a school not a hundred miles from this city, a short time since, we noticed the following note lying upon the table of the teacher.

"DEAR SIR—I perceive that one of my pupils has let fall some scraps of paper upon the roof of your house. If there be no objection, you will oblige me very much by permitting him to go up and take them off."

Yours, &c.,

The school room overlooked the dwelling house, and it was very easy for bits to stray away to the roof below. If all teachers were as careful to see that the right of neighbors to the enjoyment of their property was regarded by their pupils, we apprehend that instances would be much rarer than at present, of school houses being built in the most desolate corners, distant from orchards and gardens and every thing pleasant for the eye to look upon. The spirit which dictated the note is a very COMMENDABLE ONE INDEED.

In one of the large towns of this State, the Superintendent of Public Instruction required of each of the principal teachers, a written statement of opinion in regard to what he considered the best of arithmetics now in general use. The document was to state, in full, the reason for the conclusion arrived at, drawn from a careful examination of all the text books in possession. The requirements, of course, implied the ability to comprehend the whole scope of the science of arithmetic, and bring any two systems together, particular by particular, for the purpose of instituting a rigid comparison. It must have been in one of those towns where teachers understand their profession.

Prof. Page, of the Patent Office, Washington, has discovered a method of rendering electromagnetism available as a common motive power. He has a five horse power printing machine worked by it, and asserts that it is as cheap as steam. More of this in our next.

Quite a number of important changes in school matters have taken place amongst us this year. In no less than five houses, principal teachers have resigned. Their places are now filled by those who previously served as assistants. Among those who have left, are many of the oldest teachers employed in the public schools. Some have been connected with our body of teachers fourteen or fifteen years. They saw our schools in their infancy, when struggling for existence in obscurity and contempt. Now they have the proud satisfaction of seeing them fostered by the hand of liberality, and acknowledged by every man of sense to be the great fountains of happiness and wealth, and the safeguard of our prosperity and honor. Those who have come up to assume the responsibilities which they so worthily discharged, are young, vigorous and enterprising. We have enough of the old ones left for counsel, and of the young ones for war; and when we are fairly under weigh, we shall be able to cast the glove into the ring of the world.

Subscribers to the SCHOOL FRIEND should remember, that with this number the volume (or year) of the paper closes; and those who wish to continue to receive it, will have the kindness to remit their names and the amount of subscription, by early mail. As the terms of payment are in advance, those only who renew their subscriptions will receive the October issue.

Gay Lussac, a Peer of France, and a most distinguished chemist, lately died at Paris; likewise at Brussels, M. P. Souyet, a distinguished chemist. Lord Jeffreys, the great Scottish reviewer, also lately died. So overwhelming was the sorrow of his aged partner, Mrs. Jeffreys, that she died in four months afterwards. She was born in America, and was the grand-niece of the celebrated John Wilkes.

Ralph Waldo Emerson, in his lectures in this place, advanced the idea that the Bible is but the record of a nation's experiences, and that every nation possesses one of some kind. We wonder what kind of a one the Esquimaux have!

Liquid sulphurous acid has been found to be a complete protection for the body against injury by heat. Several persons have placed their hands, previously dipped in this liquid, into molten lead and iron, without any injury.

The Choral Advocate and Singing Class Journal, edited by D. E. Jones, published by Mason & Law, 216 Pearl street New York. This work is a monthly of 16 pages—price 50 cts. per year—5 copies for \$2. It is entirely unique in its design, and is an effort to bring to the notice of this newspaper and pamphlet reading age, the claims of a science hitherto thrown back among the documents of dusty lore. It is an attempt to popularize the channel through which have ever flowed the highest inspirations of genius. Each number contains several pages of the best music, together with such expositions of the nature and improvements of music, and the best methods of teaching it, as the present state of the science seems to demand. The names of its conductors and contributors guarantee to the public a work of great interest and value.

The New York State Normal School is now flourishing with 206 pupils in attendance. The demands for its graduates is constantly increasing. How long before Ohio will have one?

111,000 dollars have been subscribed to enable Dr. Wayland to make the contemplated changes in Brown University, Providence, R. I. The experiment is a momentous one. The eyes of all educated men are watching it.

Theodore Hartman, of Pittsburgh, a boy ten years old, is the present mathematical wonder. He mentally solves mathematical problems requiring intricate and lengthy calculations, with great rapidity.

Objects of Government.

"By wholesome laws to embank the Sov'reign power:
To deepen by restraint, and by prevention
Of lawless will to amass and guide the flood
In its majestic channel, is man's task
And the true patriot's glory: in all else
Men safer trust to Heaven than too themselves
When least themselves; even in those whirling crowds,
Where folly is contagious, and too oft
Even wise men leave their better sense at home,
To chide and wonder at them when returned."

COLERIDGE.

Monsieur and his English Master.

A DIALOGUE.

Frenchman. No sair, I nevair shall, can, will learn your vile langue. De verbs alone might, should, could, would put me to death.

Master. You must be patient. Our verb is very simple compared with yours.

F. Sample! vat you call sample? When I say *que je fusse* you say dat I might-could-would-should-have-been. Ma foi, ver sample dat! Now, sair, tell me, if you please, what you call one verb?

M. A verb is a word that signifies to be, to do, or to suffer.

F. Eh bien! when I say, *I can't*, which I say, I be, I do, or I suffice?

M. It may be hard to say in that particular case.

F. Ma foi, how I might-could-would-should am to know dat? But tell me, if you please, what you mean when you say, "*de verb is a word*."

M. A means *one*, and it is the same as to say, the verb is *one* word.

F. Eh bien! Den when I me serve of I might-could-would-should-have-been-loved, I use one verb. Huh! (*with a shrug*.)

M. Yes, certainly.

F. And that verb is *one* word! I tinks him ver long word, with more joints dan de scorpion have in his tail.

M. But we do not use all the auxiliaries at once.

F. How many you use once?

M. One at a time. We say, *I might-have-been-loved*, or *I could-have-been-loved*.

F. And dat is only word! What you mean by *I could*?

M. *I was able*.

F. Ver well. What you mean by *have*?

M. *Hold, possess*. It is difficult to say what it means apart from the other words.

F. Why you use him den? But what you mean by *been*?

M. *Existed*. There is no exact synonyme.

F. Ver well! Den when I say, *I could-have-been-loved*, that wills to say, I was able-hold-existed-loved, and dis is one word! De French shild, no higher as dat (*holding his hand about as high as his knees*), he might-could-would-should-count four word, widout de pronoun. Bah! I shall nevair learn de English verb, no, nevair, no time.

M. When you hear me use a verb, you must acquire the habit of conjugating it, just as, I love, thou lovest, he loves; and believe me, you *can't* become familiar with the modes and tenses in any other way.

F. Well, den, I shall, will, begin wiz *can't*. I can't, you can'test, he can't; we can't, ye or you can't, zey can't.

M. It is not so. *Can't* is a contraction of the verb *cannot*.

F. Well zhen. I cannot, zhou cannotest, he cannoteth or he cannots; we—

M. No, no! *Cannot* is two words, *can* and *not*.

F. Den what for you tie him togezzer?

M. I see I *ain't* careful enough in my expressions.

F. Stop! hold dere, if you please, I will-shall once more try. I ain't, zhou ain'test, he ain't; we—

M. *Ain't* is not a verb, it is only a corruption. I *won't* use it again.

F. Ma foi! it is all one corruption. May or can I say, I won't, zhou won'test, he won't;?

M. No, you can't say so.

F. What den? I might-could-would-shouldn't-ain't-won't-can't?

M. No, you can't say any such thing, for

these verbs are all irregulars, and *must* not be so used.

F. Muss, what you call *muss*? I *muss*, *zhou musses*, he *musses*. You say so?

M. No, no, no.

F. Well den, I might-could-would-should-have-been-muss,—how dat?

M. *Must* is irregular. It never changes its termination.

F. Den what for, why you call him irregular, if he no shange? *Ma foi*, he will-shall-be ver regulair, ver regulair indeed. Who makes de grammaire English?

M. Nobody in particular.

F. So I tinks, I might-could-would-should-guess so. I will-shall-muss-can-understand nevair one grammaire, which say de verb be one word when he be four, five, six, half-dozen, and den call irregular de only uniform verb dat never shange. Scusey moi, Monsieur, I will-nevair-may-can-might-could-would-should study such horrible grammaire no more.

Examination of the Xenia Union School, under the charge of Josiah Hurty.

The undersigned, having been appointed a committee to attend the examination of the different classes in the Union School, held on the 11th and 12th inst., would take this method of expressing our satisfaction with the progress made by the pupils in that institution. In every department, from the lowest to the highest, we feel free to say, they exhibited a degree of advancement in the various branches taught rarely surpassed in the best private schools of the country. All the teachers appear to be thoroughly imbued with the true spirit of their stations, and seemed to have aroused an interest among the scholars worthy of all praise. Several features in the mode of instruction pursued in this school, we think deserves special commendation; among which we will mention the practice of imparting daily to the scholars useful knowledge upon a variety of subjects, by means of which the mind is gradually expanded and strengthened, and enabled to grasp more vigorously the subjects embraced in the ordinary routine of study—the daily exercises in vocal music, which have a delightful effect, not only in cultivating the voice, but in softening and subduing the rougher aspects of human nature—the exercises in mental arithmetic, which are well calculated to fix the attention, concentrate the faculties of the mind, improve the memory, and greatly facilitate all the practical demonstrations in mathematical sciences—and, above all, the constant inculcation of the principles of pure morality, without which, education would be a curse rather than a blessing. We sincerely hope that the school may be sustained by the citizens of this place, and, if defects of any kind are observed in it, that they may endeavor to have them remedied, rather than seek its prostration. We are assured that the Directors earnestly desire to make it acceptable to the public and worthy of general patronage.

H. M. PAINTER,
CHARLES ELLIOTT,
JOHN BOYD,
I. S. DRAKE.

AN IMPOSING SCENE.

What an impression must have been made upon the minds of the Representatives of European powers in Washington, when Millard Fillmore took the oath of office as successor of President Taylor, at the simplicity and quiet of the scene! In the midst of a Congress of citizens in every day attire, without military parade, without the roll of the drum or the note of the bugle, without a hurraing populace or a pealing cannon, one citizen, in bearing and apparel like the mass of those by whom he is surrounded, becomes

invested with all the power and dignity of one of the most powerful and dignified offices in the world! How peculiarly American the spectacle! It is well described by the National Intelligencer of the 11th inst., in an article from which we make the subjoined extract:

"At twelve o'clock, according to previous arrangement, the Senate entered the Hall of the House of Representatives, the Speaker and Members standing. Soon after, the Hon. Millard Fillmore, Vice President of the United States, attended by a member of each House, entered the Hall and took a seat at the table of the Clerk of the House. After a brief pause he rose, and, in a clear and distinct voice, pronounced the oath of fidelity to the Constitution, and the act of installation was complete. The profound silence of so great an assemblage of deeply concerned spectators, the ceremony, so brief and so simple, yet so important in its consequences, national, political and personal, presented an incident and a scene altogether American. It was the incident of the day which probably made less impression than some others on American spectators, but was precisely that which was calculated to attract the notice of foreigners.

"The death of the President being announced, a citizen, plainly attired, enters among the assembled Representatives of the Nation, walks up to the Clerk's desk, takes an oath on the Bible to support the Constitution of the United States; and by this brief ceremony, he becomes, in an instant of time, invested with the command of the whole military force of a mighty empire, with the execution of its laws and the administration of its power. No one objects or dreams of objection; the act is acquiesced in as a thing of course, and with the submission that would be rendered to a law of nature. The scepter of the People passes into his hands as quietly and as quickly as a power of attorney could be acknowledged before a justice of the peace. And yet, though the individual attracted, the thing itself was hardly thought of in connection with the consequences. In some countries such a transfer of power would have cost streams of blood, and shaken the Government to its very foundations. And why is it not so here? Because ours is a Government of equal rights, and a Government of laws; the People are a law-abiding and a law-keeping People; because they know and feel that their own laws are the restraints which they themselves have placed on their own passions; and that it is only by observing these laws that their equal rights can be maintained. May such ever be their spirit! If so, we may well say of the Republic, not "*esto perpetua*," but "*est perpetua*."

An Interesting Bridal Race.

The conditions of the bridal race are these: The maiden has a certain start given, which she avails herself of to gain a sufficient distance from

the crowd to enable her to manage her steed with freedom, so as to assist in his pursuit the suitor whom she prefers. On a signal from the father, all the horsemen gallop after the fair one, and which ever first succeeds in encircling her waist with his arm, no matter whether disagreeable or not to her choice, is entitled to claim her as his wife. After the usual delay incident upon such an interesting occasion, the maiden quits the circle of her relations and putting her steed into a hard gallop, darts into the open plain. When satisfied with her position, she turns round to the impatient youths, and stretches out her arms towards them, as if to woo their approach. This is the moment for giving the signal to commence the chase, and each of the impatient youths, dashing his pointed heels into his courser's side, darts like the unheeded hawk in pursuit of the fugitive dove. The savannah was extensive, full twelve miles in length, and three in width; and as the horsemen sped across the plain, the favored lover soon became apparent, by the efforts of the maiden to avoid all others who might approach her. At length, after nearly two hours racing, and the number of persons is reduced to four, who are all together, and gradually gaining on the pursued; with them is the favorite, but alas! his horse suddenly falls in his speed, and as she anxiously turns her head, she perceives with dismay the hapless position of her lover. Each of the more fortunate leaders, eager with anticipated triumph, bending his head on his horse's mane, shouts at the top of his voice, "I come, my Peri; I'm your lover." But she making a sudden turn, and lashing her horse almost to fury, darts across the path, and makes for that part of the *ehummun* (plain) where her lover was vainly endeavoring to goad on his weary steed. The three lovers instantly check their career, but in the hurry to turn back, two of the horses are dashed furiously against each other, so that both steed and riders roll over the plain. The maiden laughed, for she well knew she could elude the single horseman, and flew to the point where her lover mounted, and not so easily shaken off; making a last and desperate effort he dashed alongside the maiden and stretching out his arm, almost won the unwilling prize; but she bending her head to her horse's neck, eluded his grasp, and wheeled off again. Ere the discomfited horseman could again approach her, her lover's arm was around her waist, and amidst the shouts of the spectator's they turned towards the fort.—*Capt. Barslem's peep into Toorkhistan.*

YALE COLLEGE.—At a late meeting of the President and Fellows of Yale College, in consequence of a liberal offer of a sum of money, to commence the establishment of a professorship of Natural History, Mr. James Dana was appointed professor, and the professorship was named the "Silliman" Professorship by express wish of the founders. Mr. D. will be employed a year or more in the service of the Government, before he can enter upon the duties of his office.

NEW VOLUME.**TO SUBSCRIBERS AND OTHERS.**

With this number closes the fourth year, or volume, of the SCHOOL FRIEND. The first two years of its existence it was published and furnished gratuitously to all who desired it. For the two years last past it has been a pay paper; not, however, in the common acceptance of that term, for the price of subscription has been fixed at such sum as would barely cover the cost of paper and printing. Our object has been to publish a paper devoted exclusively to the subject of education and to *instructive* reading, at such a price as would place it within the reach of the smallest means. In this we think we have succeeded. The School Friend is now the cheapest educational paper in the Union. See terms in first column.

In commencing another volume, we desire to say a few words to our patrons, and to the friends of education generally, without whose cooperation our labors must, in a measure, prove abortive.

And first to TEACHERS, as occupying the front rank in all educational movements. Those who desire to be early and fully informed of the improvements making in the business of their honorable calling—to avail themselves of the experience and suggestions of distinguished fellow laborers—should cheerfully encourage an educational paper (which is now being considered an almost indispensable aid in the performance of their duties,) by taking it themselves, and by procuring subscribers among parents, who, by reading such a sheet, will be enabled more fully appreciate the efforts of the teacher, and will be more readily induced to lend him a helping hand.

SCHOOL OFFICERS who aim at an enlightened discharge of the duties of their several offices, would consult their own interest, and the interests of those committed to their care, if they would induce the schools to subscribe for, and read, an educational paper from which might be learned the duties and relations of officer, teacher, parent and pupil.

PARENTS who wish to be acquainted with the improvements daily making in the science of education—with the requisite qualifications of the teacher of their children—their duty to the teacher, and the directors, should take an educational paper.

That the School Friend is a paper offering all these inducements, and more, we have the vanity to believe; and that teachers can, if they will take an interest in the matter, obtain many subscribers among parents, school officers and pupils, we know.

Notwithstanding the School Friend is not, and never has been a *profitable* investment of our means, no pains nor expense will be spared to make it as good as any educational paper in the land.

The West can, and should sustain an educational paper. Will she do it? Shall Maine, Vermont, New Hampshire, Connecticut, New York, and other eastern States, (no one of which embraces half the wealth of material for educational purposes as Ohio), sustain papers devoted to the cause of education, while the West is indifferent on this great subject? We trust not. In the past few years the West has taken rapid strides in this noble work. Shall she stop now? Never. Come, on then, friends, "a long pull, and a strong pull, and a pull altogether," and the West will stand at the head of the column.

The School Friend will commence its fifth volume with the issue of the October number, and we earnestly hope that teachers, school officers and parents, will be sufficiently alive to the importance of furnishing a good paper to themselves and their several charges, to send us a good list of subscribers by early mail. We would like to double our list of subscribers at the commencement of the new volume, and it can be done if our friends will help us.

By reference to our terms in the first column, it will be seen that the Friend is published, for single subscriptions, at fifty cents per year, *payable in advance*. These terms will be rigidly adhered to. Those subscribers, therefore, who have not paid in advance, and who wish to continue the paper, will please send in their names and money without delay. Address, post paid, SCHOOL FRIEND, CINCINNATI, OHIO.

PUBLISHERS.

NEW EDITION OF RAY'S KEY.

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"2. SIMPLICITY in definitions, examples, exercises, and arrangement, has been carefully studied. A particular preference has been given to English words as technical terms, whenever practicable; and when this is not so, familiar explanations and illustrations are given, so that the learner may understand every step as he advances.

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"We may here state, also, that a slight departure from the usual method of naming the three past tenses will be observed, which seems required in order to give a correct view of that subject, and to make the minor divisions correspond with the three elementary distinctions of time, the present, past, and future. The reasons for this are given more particularly in the proper place. What appear to be the more correct definitions of the *adjective* and the *adverb* are also given, the former in accordance with De Saey, and the latter as following legitimately from that."

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From J. H. FAIRCHILD, Professor of Mathematics in Oberlin College.

Professor Ray—Sir: I have read, with much satisfaction, your Algebra, Part First. It seems admirably adapted as an introduction to the study; and is such a book as no one but an experienced and successful teacher could produce. The demonstrations are sufficiently scientific, and yet not so abstract as to be unintelligible to the learner. Many authors seem to think that their reputation depends upon making their works above the comprehension of a beginner. Although some new work on algebra appears among us almost every month, yet yours was needed. I am pleased to see that the first edition is quite free from typographical errors, and that the language is, for the most part, logically and grammatically accurate; a remark which will not apply to all the works on algebra recently published in your city.

If you shall succeed as well in *part second* as in *part first*, the book will be welcomed by many instructors. (Signed) J. H. FAIRCHILD.

January 5, 1849.

From P. CARTER, Professor of Mathematics, etc., in Granville College.

I have examined, with much interest, the copy of Ray's Algebra presented to me by your politeness. As an elementary work for beginners, and especially for younger pupils, I consider it as one of the best with which I am acquainted. Like all the elementary work of Professor Ray, it is distinguished for its simplicity, clearness, and precision and furnishes an excellent introduction to the larger and more difficult works of this beautiful science.

(Signed) P. CARTER.

February 24, 1849.

Extract from a communication furnished for the "School Friend", by an accomplished teacher in the "CINCINNATI CENTRAL HIGH SCHOOL", in which Ray's Algebra is used.

"It is but a few months since this book was issued from the press, and although we are acquainted with a dozen other Algebras of similar pretensions, and no mean value, yet from the examination of no one of them have we risen with so much pleasure and satisfaction, as from the examination of this." * * * "In graduating the plan of his work, the author has shown great care and ingenuity, and in its execution, has manifested a familiarity with the wants and difficulties of young students, and a tact in obviating them, which has rarely been equaled. The principles are briefly stated, then illustrated and impressed on the mind by a numerous and choice selection of examples. All portions of the work bear ample testimony to the truth of a remark in the preface, that every page was carefully elaborated by many years of toil in the school-room. The statement and illustrations of the principles indicate that the ignorance and misapprehensions of the pupil were met and fathomed by a keen and watchful eye in the teacher, and the proper remedies applied, and that these remedies were tested by repeated trials through a long and systematic course of teaching, and finally recorded for the use of students yet to be."

From MR. GREEN, of the English and Classical Academy, Madison.

I have carefully examined Ray's Algebra, Part First. The arrangement adopted in it of the fundamental principles of the science is, no doubt, the best one. The demonstrations accompanying the rules are lucid and accurate, and the examples copious enough to impress them indelibly upon the mind of the pupil. From the character of the author's arithmetic, the public had reason to expect that an algebra from the same author would be a valuable contribution to this department of science, and, in the judgment of the writer, this expectation will not be disappointed.

October 16, 1848.

From MR. ZACHOS, Professor of Mathematics in Dr. Colton's Academy.

I have examined Ray's Elementary Algebra, and the best recommendation I can give it, is the fact that I have adopted it in my younger classes. (Signed) J. C. ZACHOS.

September 23, 1848.

From B. C. HORNS, Superintendent of Friends' Boarding School, Richmond.

I consider Ray's Algebra, Part First, worthy of a place in every school. The author has fallen upon an ingenious method of securing a mental preparation, before the more difficult exercises of the slate are required. The work is clear and comprehensive, and a selection of superior formulae has been made for the solution of difficult problems. Could an objection be made to the work, it would be, that the subject is too much simplified. The cheapness of the work brings it within the means of every one. (Signed) B. C. HORNS.

Ninth Month, 20, 1848.

From MR. S. FINDLEY, Principal of Chillicothe Academy.

After a careful examination of Ray's Algebra, Part First, I cheerfully recommend it as one of the best treatises in that department of science now extant. In its enunciation of rules it is concise and clear; in its demonstrations it is simple and philosophical; and its examples are numerous and varied: so that, in every respect, it excels as a theoretical and practical text-book for beginners, and as such is now in use in the Chillicothe Academy. (Signed) SAM'L FINDLEY.

February 26, 1849.

From MR. HOOKER, Teacher at Mount Carmel, Ohio.

Professor Ray—Respected sir: I have, for some time past, been examining your elementary work on Algebra; and can truly say, that, as a *primary* work, it is better suited (according to my opinion) for general use in schools, than any similar work with which I am acquainted. The transition from arithmetic to our primary works on algebra, is, generally, too great; and unless scholars have a "natural tact" for mathematics, their knowledge of numbers generally stops with arithmetic, as few have the courage to undertake to master a theoretical treatise on algebra. * * * I am glad to see you have made the change from arithmetic so gradual, and, at the same time so interesting. I have no doubt but your work will take precedence of all elementary treatises now in use in the Western States. (Signed) J. J. HOOKER.

February 28, 1849.

CINCINNATI PUBLIC SCHOOLS.

The following is the Report of the Committee on Text Books to the Board of Directors, [May 1, 1849.]
"That they have examined Ray's Algebra, Part First, and find it to be the cheapest and the best elementary work on the science of Algebra that they have used, or that has come under their inspection. It is of a higher order than most elementary works, and at the same time, it is very simple, commencing with seventeen pages of intellectual exercises, which serve as a connecting link between Arithmetic and Algebra. The whole work appears to be what the author says it is—The result of much reflection, and the experience of many years in the school-room." The committee, therefore, recommend the adoption of the following resolution:

"Resolved, That Ray's Algebra, Part First, be adopted as a Text Book in the Common Schools of Cincinnati.
WM. PHILLIPS, JR.,
S. MOLLITER,

C. DAVENPORT,
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Committee on Text Books."

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The chain of narrative is skillfully preserved; and the author's reflections are frequently such as to make the facts more impressive, and lead the youthful mind to observe causes and consequences which might otherwise have been overlooked. As a school book it may justly be recommended.

What has been said of this volume will apply generally to his other historical works. They are each nearly of the same size as the one just noticed, and designed for the same object, that is, the use of classes in schools.

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